

<p>KDE:DOC:OTL April 14th, 2010</p> <p>Summary</p> <p>English Language Arts: Examples of Changes from January Draft to March Draft</p> <p>Common Core State Standards</p>	
January Draft	March Draft
<b>Clearer- 1. The progression of skills from K through College and Career Readiness is much clearer in the March version of the standards.</b>	
Example: Informational Text (Reading)	
Jan. - grade 3 - #3 – “Describe the sequence of events in an historical or scientific account, including what happened and why, based on specific information in a text.”	Mar. - grade 4 - #3 – “Explain the relationships between two or more historical events or scientific concepts by drawing on specific information from one or more texts.”
<b>Clearer- 2. The standards, overall, are expressed more explicitly using performance rather than assessment language.</b>	
Example: Literature (Reading)	
Jan. – grade 4- #1.a. - “Draw on the text to support conclusions about the text.”	March- grade 4- #1.a. – “Draw on details and examples from a text to support statements about the text.”
Example: Writing	
Jan. – grades 9-12 #1.g. - “Maintain a formal style when appropriate to the discipline or context.”	March- grades 9-12 #1.g. - “Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience’s knowledge of the issue.”
Jan. - grades 9-12 “Demonstrate proficiency at performing short, focused research projects and more sustained inquiries; demonstrate an increasing command of the subject under investigation.”	March – grades 9-12 “Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.”
<b>Fewer- 1. Standards in the March version are fewer and more concise because:</b> <ul style="list-style-type: none"> <li>• they are purposefully collapsed into clearer statements that focus attention on what to do and why, instead of just describing an outcome.</li> <li>• repetitiveness was removed from the document.</li> </ul>	
Example: Writing (grade 4)	
Jan. - This standard originally had 8 sub-criteria.	Mar. – The new standard has 5 sub-criteria.
#2 - Write informative/explanatory pieces in which in which they: h. Provide basic bibliographic information for print and digital sources	#2.h., which indicated students would provide bibliographic information for sources, was eliminated because that same skill is covered in standard 8 for grade 4.  # 8 – “Restate information from source materials in their own words, through summary or paraphrase; provide basic bibliographic information for print and digital sources.
Example: Writing (grades 9-12)	
Jan. - 1. d. & f. Focused on explaining how evidence links to the claim in an argument and used words “convey relationships between reasons, between reasons and evidence...”	Mar. – 1.c. (the replacement for both) Focuses not just on what to do, but also on the impact of using those skills: “Use precise words, phrases, and clauses to make clear the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.”
<b>Higher- 1. In the March version of the standards the secondary level “Range and Level of Text</b>	

**complexity for Student Reading by Grade” (Standard 10) reflects that 30% of text complexity for grades 11 & 12 should be “Beyond CCR.”**

**2. In the Reading standards, the March version focuses more on reading for meaning instead of the focus of reading for evidence found in the Jan. version.**

Example: Literature ( Reading)

Jan. - grade 7- #2 – “Infer themes not explicitly stated in a text and provide the evidence on which those inferences are based.”

Mar. – grade 7- #2 – “Analyze how two or more themes or central ideas in a text relate to one another, drawing on key details.”

**Higher- 3. The skills articulated in the March version call for higher order thinking skills.**

Example: Informational (Reading)

Jan. grade 8- # 3 – “Outline and explain the relationships between key ideas or concepts in a text.”

Mar. grade 8- #3 – “Analyze how an author introduces, illustrates, and elaborates two or more significant ideas in a text, including how the relationship between the ideas is expressed.”

Example: Writing (Informational/Explanatory Texts)

Jan. – grades 11-12- #2.a. – “Provide a clear and coherent introduction that establishes the subject and conveys a knowledgeable stance.”

Mar. – grades 11-12- #2.a. – “Introduce a complex topic and organize the information at multiple levels of text so that each new piece of information builds on that which precedes it to create a unified whole; include formatting (e.g., headings) and graphics (e.g., figures, tables) when they are useful to clarify ideas.”

**Higher 4. - The March version of the standards uses verbs that are used universally to articulate standards.**

Example- Informational (Reading)

Jan. – grades 9-10- #2. - “Trace in detail the development of an idea, including how it emerges and is shaped and refined by specific details.”

Mar. – grades 9-10- #2. – “Analyze in detail the development and refinement of a central idea in a text, including how it emerges and is shaped and refined by specific detail.”